

AD-A241 786

(2)



NAVAL POSTGRADUATE SCHOOL
Monterey, California

DTIC



THEESIS

THE ATTRITION RATE AT DLI

by

Annette C. Lee

December 1990

Thesis Advisor: Richard A. McGonigal

Approved for public release; distribution is unlimited.

91-13890



91 10 23 015

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE

Form Approved
OMB No 0704-0188

REPORT DOCUMENTATION PAGE

1a REPORT SECURITY CLASSIFICATION UNCLASSIFIED		1b RESTRICTIVE MARKINGS													
2a. SECURITY CLASSIFICATION AUTHORITY		3 DISTRIBUTION/AVAILABILITY OF REPORT Approved for public release; distribution is unlimited													
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE															
4 PERFORMING ORGANIZATION REPORT NUMBER(S)		5 MONITORING ORGANIZATION REPORT NUMBER(S)													
6a. NAME OF PERFORMING ORGANIZATION Naval Postgraduate School	6b OFFICE SYMBOL (If applicable) Code AS	7a. NAME OF MONITORING ORGANIZATION Naval Postgraduate School													
6c. ADDRESS (City, State, and ZIP Code) Monterey, CA 93943-5000		7b ADDRESS (City, State, and ZIP Code) Monterey, CA 93943-5000													
8a. NAME OF FUNDING/SPONSORING ORGANIZATION	8b OFFICE SYMBOL (If applicable)	9 PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER													
8c. ADDRESS (City, State, and ZIP Code)		10 SOURCE OF FUNDING NUMBERS <table border="1"> <tr> <td>PROGRAM ELEMENT NO</td> <td>PROJECT NO</td> <td>TASK NO</td> <td>WORK UNIT ACCESSION NO</td> </tr> </table>		PROGRAM ELEMENT NO	PROJECT NO	TASK NO	WORK UNIT ACCESSION NO								
PROGRAM ELEMENT NO	PROJECT NO	TASK NO	WORK UNIT ACCESSION NO												
11. TITLE (Include Security Classification) THE ATTRITION RATE AT DLI															
12. PERSONAL AUTHOR(S) Lee, Annette C.															
13a. TYPE OF REPORT Master's Thesis	13b TIME COVERED FROM _____ TO _____	14 DATE OF REPORT (Year, Month, Day) 1990 December	15 PAGE COUNT 62												
16. SUPPLEMENTARY NOTATION The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government															
17 COSATI CODES <table border="1"> <tr> <th>FIELD</th> <th>GROUP</th> <th>SUB-GROUP</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	FIELD	GROUP	SUB-GROUP										18 SUBJECT TERMS (Continue on reverse if necessary and identify by block number) Defense Language Aptitude Battery (DLAB) Scores Defense Language Proficiency Test (DLPT) Scores Defense Language Institute (DLI)		
FIELD	GROUP	SUB-GROUP													
19 ABSTRACT (Continue on reverse if necessary and identify by block number)				<p>The primary purpose of this research is to identify is a correlation exists between the U.S. Army selection procedure for enlisted soldiers in the ranks of E-1 through E-4 attending the Defense Language Institute and the academic outcome. This thesis will focus on two specific concepts: (1) how the U.S. Army currently identifies those soldiers to be trained as Russian linguists; and (2) whether the Army needs to incorporate changes to its current identification procedures to reduce the attrition rate of Russian linguists. The approach to analyze these concepts was as follows. First the procedures currently used to select soldiers to attend the Russian linguist course at Defense Language Institute, Foreign Language Center (DLIFLC) are examined.</p>											
20 DISTRIBUTION/AVAILABILITY OF ABSTRACT <input checked="" type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT <input type="checkbox"/> DTIC USERS		21. ABSTRACT SECURITY CLASSIFICATION Unclassified													
22a. NAME OF RESPONSIBLE INDIVIDUAL Richard A. McGonigal		22b. TELEPHONE (Include Area Code) (408) 646-2755	22c. OFFICE SYMBOL AS/Mb												

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE

#19 (Continued)

A comparison is then made with the soldiers ability to successfully complete the courses in which enrolled. The purpose is to identify the causes that influence attrition. Secondly, this study analyzes the enrollment data produced by DLIFLC to determine is any reliable correlation exists between the current linguist identification procedures and the success or failure of soldiers enrolled in the Russian language course.

Approved for public release; distribution is unlimited

The Attrition Rate at DLI

by

Annette C. Lee
Captain, United States Army
B.S., Jackson State University, 1983

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
December 1990

Author:

Annette C. Lee

Annette C. Lee

Approved By:

Richard A. McGonigal
Richard A. McGonigal, Thesis Advisor

Richard A. McGonigal, Thesis Advisor

Digitized by srujanika@gmail.com

William Walsh, Second Reader

William Walsh, Second Reader

David R. Whipple, Chairman,
Department of Administrative Sciences

ABSTRACT

The primary purpose of this research is to identify if a correlation exists between the U.S. Army selection procedure for enlisted soldiers in the ranks of E-1 through E-4 attending the Defense Language Institute and the academic outcome. This thesis will focus on two specific concepts: (1) how the U.S. Army currently identifies those soldiers to be trained as Russian linguists; and (2) whether the Army needs to incorporate changes to its current identification procedures to reduce the attrition rate of Russian linguists. The approach to analyze these concepts was as follows. First the procedures currently used to select soldiers to attend the Russian linguist course at Defense Language Institute, Foreign Language Center (DLIFLC) are examined. A comparison is then made with the soldiers ability to successfully complete the courses in which enrolled. The purpose is to identify the causes that influence attrition. Secondly, this study analyzes the enrollment data produced by DLIFLC to determine if any reliable correlation exists between the current linguist identification procedures and the success or failure of soldiers enrolled in the Russian language course.

TABLE OF CONTENTS

I.	INTRODUCTION.....	1
A.	BACKGROUND.....	1
B.	OBJECTIVES.....	2
C.	RESEARCH QUESTIONS.....	3
D.	SCOPE, LIMITATION AND ASSUMPTIONS.....	3
1.	Scope.....	3
2.	Limitation.....	4
3.	Assumptions.....	4
E.	LITERATURE REVIEW AND METHODOLOGY.....	4
F.	ABBREVIATIONS AND SYMBOLS.....	5
G.	SUMMARY OF FINDINGS.....	5
H.	ORGANIZATION OF STUDY.....	5
II.	BACKGROUND OF THE PROBLEM AND REVIEW OF LITERATURE.....	7
A.	ISSUES FOR RECRUITING STUDENT LINGUIST.....	7
B.	THE REASON FOR DLI.....	8
C.	DLI'S RESPONSIBILITY.....	9
D.	CURRENT DLI.....	11
E.	DLI'S OBJECTIVE.....	12
F.	TYPES OF RUSSIAN COURSES.....	13
III.	METHODOLOGY AND DATA.....	15
A.	METHODOLOGY.....	15
B.	RANK/ACADEMIC STANDING.....	15
C.	DLPT VS DLAB.....	17

D. GRADUATION REQUIREMENT.....	21
E. AWARDS.....	21
IV. DATA ANALYSIS.....	23
A. TEST FOR INDEPENDENCE (RANK VS. ACADEMIC).....	23
B. TEST FOR INDEPENDENCE (DLPT VS. DLAB).....	24
V. CONCLUSION AND RECOMMENDATION.....	26
APPENDIX A MILITARY OCCUPATIONAL SPECIALTY (MOS) DESCRIPTIONS.....	27
APPENDIX B COURSE REQUIREMENTS (Effective For Classes Graduating On Or After 1 Oct 89).....	29
APPENDIX C COURSE REQUIREMENTS (Effective For Classes Graduating Prior To Oct 89).....	30
APPENDIX D INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS SPEAKING.....	31
APPENDIX E INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS LISTENING.....	35
APPENDIX F INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS READING.....	38
APPENDIX G INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS WRITING.....	41
APPENDIX H NUMBER ACTUAL U.S. ARMY ENROLLEES IN FY88 BY DLAB CATEGORY.....	44
APPENDIX I LANGUAGE CATEGORIES BASED UPON RELATIVE LEARNING DIFFICULTY FOR AMERICAN ENGLISH SPEAKERS.....	49
APPENDIX J GLOSSARY OF TERMS.....	50
LIST OF REFERENCES.....	52
BIBLIOGRAPHY.....	54
INITIAL DISTRIBUTION LIST.....	55

I. INTRODUCTION

A. BACKGROUND

This thesis is an analysis of the success rate for training United States Army (USA) student linguists in the ranks of E-1 through E-4. The analysis will involve those students attending the Russian Language Courses at the Defense Language Institute, Foreign Language Center (DLIFLC), Presidio of Monterey, California.

The Defense Language Institute (DLI) currently offers foreign language instruction in over thirty-nine languages and dialects. The objective of The Career Management Field (CMF) for US Army linguists is to provide thorough language training and provide the highest percentage of quality recruits to the Electronic Warfare and Cryptologic operations field. This thesis will look at two of the three principal Military Occupational Specialties (MOS) needed by the Electronic Warfare and Cryptologic fields that require an ability to speak a foreign language. These include Electronic Warfare and Signals Intelligence (EW/SIGINT) Voice Interception, MOS 98G, and EW/SIGINT Analyst, MOS 98C. The third MOS is Interrogator, 97E, which is part of the Military Intelligence career management field. [Appendix A]

This study will identify US Army enlisted student linguists attending the DLI who have successfully completed the Russian course or who have attrited because of either

academic failures or administrative drops. It then will investigate if there exists a correlation between the soldiers's rank and the students' academic outcome. The Defense Language Proficiency Test (DLPT) scores and the Defense Language Aptitude Battery (DLAB) scores will also be tested for the strength of any correlation. If there exists a correlation, the US Army can possibly utilize the knowledge to optimize the resources used for training individuals in the Russian course in a more efficient and cost-effective manner.

B. OBJECTIVES

This study's objectives are to determine if a correlation exists between:

1. The US Army student enlisted soldier within the ranks of E-1 through E-4 attending DLIFLC and the student's outcome.
2. The Defense Language proficiency (DLPT) scores and the Defense Language Aptitude Battery (DLAB) scores. The Army can use these findings to:
 - a. Ensure more optimal selection of enlisted language trainees to attend the DLIFLC Russian courses.
 - b. Identify additional research needed to be conducted in the area of foreign language training, within the Russian curriculum.
 - c. Utilize DLI and US Army knowledge offered so that the resources used in training students in the Russian courses might be applied in a more efficient and cost effective manner. And, if successful, apply this analysis to all language training in the DOD.

C. RESEARCH QUESTIONS

This thesis will focus on two specific concepts. The first is how the US Army currently identifies those soldiers to be trained as Russian linguists. The second is whether the Army needs to incorporate changes to its current identification procedures to reduce the attrition rate of Russian linguists. The approach to analyze these concepts is as follows. First, it examines the procedures currently used to select soldiers to attend the Russian linguist courses at DLIFLC. A comparison is then made with the soldiers' ability to successfully complete the courses in which enrolled. The purpose is to identify the causes that influence attrition.

Secondly, this study analyzes the enrollment data produced by DLIFLC to determine if any correlations exist between the current linguist identification procedures and the success or failure of soldiers enrolled in the Russian language course.

D. SCOPE, LIMITATION AND ASSUMPTIONS

1. Scope

The scope of this research paper is limited to enlisted students in the US Army, specifically, those soldiers in the ranks of E-1 through E-4 who were enrolled in the Russian foreign language course at DLIFLC during fiscal years 1988 and 1989. The Russian curriculum is used as the test case because it has the highest number of student linguists enrolled.

2. Limitation

This study is limited as follows:

- a. The DLIFLC is the exclusive source of information and data described in this thesis.
- b. Only existing and generally available documents were used as information sources. The documents obtained from DLIFLC are fairly new and many are just now being published.

3. Assumptions

This study makes the following assumptions:

- a. Soldiers that successfully complete Russian language courses at DLIFLC continue to perform successfully as Army linguists.
- b. The data used (FY 88-89) is of sufficient size to support the recommendations and conclusions.
- c. The faculty and staff members are considered trained and qualified to fill their positions at DLIFLC.

E. LITERATURE REVIEW AND METHODOLOGY

The literature used in this research paper consists primarily of the existing Defense Language Institute Master Plan, current DLIFLC pamphlets, and various interviews of DLI's staff and faculty members. No prior study has been conducted to analyze the correlation between the students rank, academic success, DLPT and DLAB scores. The author chose to analyze the student's rank, academic grade, DLPT, and DLAB score in order to try and determine if any statistical relationship exists among the data that may lead to the United States Army adopting an improved selection process for language student candidates. This thesis will be the first study to attempt to assess and document the correlation.

F. ABBREVIATIONS AND SYMBOLS

This paper contains numerous Department of Defense (DOD) and US Army abbreviations and symbols. The abbreviations are listed in Appendix J and the symbols are explained whenever used.

G. SUMMARY OF FINDINGS

The researcher's foremost conclusion is that the US Army should conduct a thorough study of the entire foreign language program. This study should key on the identification process of soldiers to be enrolled in all foreign language courses taught at DLIFLC. See Chapter V for specific correlations and recommendations.

H. ORGANIZATION OF STUDY

The remainder of this research paper begins with a chapter entitled "Background of the Problem and Review of Literature," which covers the background of the problems addressed in the research paper. Specifically, this chapter first describes the events and processes that led to the development of the Defense Language Institute. Second, the chapter describes the issues for recruiting student linguists, the reason for DLI, and its responsibilities and objectives. Finally, the chapter describes the type of Russian courses offered at DLI.

Chapter III, "Methodology and Data," begins with a description of the methods the researcher used to study the Russian language program at DLI. These methods were used to

determine the requirements for successful completion and for determining attrition factors for DLI's student linguists. Interviews were conducted with key faculty and staff members. The methods also determine if any correlation existed between the Russian student linguist's rank, the entry and graduation scores.

The fourth chapter, "Data Analysis," begins with an analysis of the Russian students who have either successfully completed or attrited the program at DLI. It compares the relationship between the ranks of E-1 through E-4, and the academic standing for students enrolled in the Russian course at DLI. The chapter concludes with an analysis of the relationship between rank, and academic standing. The final chapter provides a conclusion of the study and recommendations for future analysis.

II. BACKGROUND OF THE PROBLEM AND REVIEW OF LITERATURE

A. ISSUES FOR RECRUITING STUDENT LINGUIST

The US Army invests a great deal of time and money in training foreign language skills to its linguists. For Department of Defense wide programs, Congress approved \$7.3 million dollars for FY 87. At present, however, there is little known about how well and how long soldiers retain their language skills or about the factors that might effect their failure in language courses.

Interviews with personnel from the United States Recruiting Command (USAREC) and a review of recent advertising and recruiting literature indicate that there is two primary criterion used to determine the quality of a potential recruit. The first is the individual's performance on the Armed Services Vocational Aptitude Battery (ASVAB), and the second is the level of education attained. For the purpose of this research study, the definition of "quality" used within the Department of Defense (DOD) will be adopted. A high quality recruit is one who is a high school graduate and has a percentile score of 50 or higher on the Armed Force Qualification Test (AFQT). The AFQT score is completed from four subsets which comprise the ASVAB. The subsets used are: Work knowledge, paragraph comprehension, arithmetic reasoning, and numerical operations. In addition to the academic requirements, recruits for linguist positions must undergo a

background security investigation and be cleared for at least a secret level security clearance. Frequently, a top-secret security clearance with access to sensitive intelligence information is required. In addition to these requirements, the recruit must be medically and morally qualified.

B. THE REASON FOR DLI

The threat of war created the need for the Defense Language Institute. The history of DLI began in 1941 at Crissy Field, located on the Presidio of San Francisco, at the University of California in Berkeley. Prior to the United States declaration of war against Japan, the need for foreign language training was apparent. [Ref. 7:pp. 1-4]. In 1941 the United States Navy and Army began to train student officers and Japanese-American volunteers. At this time there were almost no Japanese Linguists available.

In 1942 all Japanese-Americans were forcibly removed from the West Coast. The Navy moved the Japanese Language School to the University of Colorado. The Japanese Language School was later renamed the Military Intelligence Service Language School and moved to Camp Savage, Minnesota, and later moved to Fort Snelling, Minnesota. Almost all the wartime graduates from both the Army and the Navy schools were instructed in Japanese. After the war, America's need for trained military linguists continued [Ref. 7:p. 4].

In 1946 the army language school moved to the Presidio of Monterey, and expanded the program to two dozen languages.

In 1963 the Defense Language Institute was established. The Defense Language Institute is under the administrative control of the Department of the Army and more specifically under the U.S. Army Training and Doctrine Command (TRADOC). The Defense Language Institute, Foreign Language Center, was established to provide foreign language training for the entire Department of Defense (DOD).

DLI's mission is very important because its foreign language trained personnel support the defense intelligence mission. Full time intensive foreign language training is conducted at DLI. The instructional program is programmed to meet the defense requirements. The basic resident courses taught at Monterey and Lackland Air Force Base are geared to the development of working level competencies in listening comprehension, reading, speaking and writing. For individuals in military field units, DLI developed a non-resident language training program to enhance language proficiency by job and mission. [Ref. 7:p. 5]

C. DLI'S RESPONSIBILITY

The Defense Language Institute is responsible for:

1. Developing and maintaining instructional material for both the resident and nonresident program.
2. Employing, training and maintaining qualified subject matter experts in job and task analysis, evaluation, curriculum development, and instruction in foreign languages.
3. Planning for faculty development.

4. Exercising quality control over the foreign language program by providing standards and tests to measure language proficiency. [Ref. 8:p. 1] In accordance with the responsibilities, DLI developed the following mission statement: [Ref. 8:pp. 1-2]

- a. Serve as the primary Defense Department foreign language teaching center.
- b. Provide quality foreign language instruction in support of national security requirements.
- c. Assist support agencies in determining and validating their personnel language training requirements.
- d. Support and evaluate worldwide command language programs.
- e. Exercise technical control over the Defense Foreign Language Program.
- f. Conduct academic research into the language learning process. Administer a worldwide standard test and evaluation system for measuring foreign language proficiency.
- g. Conduct training for the Army Foreign Area Office Program. DLI Operational Goals. Based on the DLI mission, the following goals were established:
 1. CENTER OF EXCELLENCE: To establish the Defense Language Institute as the internationally recognized Center of Excellence for foreign language education.
 2. DEFENSE FOREIGN LANGUAGE PROGRAM (DFLP): To assist in the development and fielding of a viable DFLP structure that integrates resident language teaching, command language programs, and personnel policies to effectively and efficiently meet national security requirements.

3. INSTRUCTION: To devise, provide, operate, and maintain responsive and cost effective quality foreign language teaching programs that produce high caliber linguist and language capable personnel to meet national security requirements.

4. HUMAN: To inspire and instill a genuine institute wide search for excellence through common dedication, mutual trust, cooperation, and unified purpose in accomplishing the mission.

5. QUALITY OF LIFE: To create and maintain professional working and living environments conducive to effective mission accomplishment.

6. MANAGEMENT: To develop an effective management system based on advanced planning, flexible execution, and meaningful evaluation. [Ref. 9:p. 2]

D. CURRENT DLI

The Defense Language Institute currently teaches forty languages and dialects, and has thirty-two language departments. DLI is one of the largest language centers in the world and relies almost solely on native speaking instructors. DLI exercises very little real control over the number and timing of students scheduled for training or the language to be taught. User agencies determine the required language skills, and in conjunction with DLI, establish the length of time students will be in training. The Army maintains administrative control over their own students while at DLI.

Coordination between DLI and user agencies is done primarily through an annual program review at the beginning of each calendar year. Staffing at DLI includes some 350 military personnel and a civilian work force of 850, of which about 600 are faculty members. Annual student flow is about 3,500 service students per year, with the largest number belonging to the Department of the Army. [Ref. 8:p. 1] DLI conducts foreign language instruction at different levels, ranging from the Basic to the Advance course, and various Specialized courses.

E. DLI'S OBJECTIVE

The objectives for DLI are derived from the Directive 5160.14, the Defense Language program dated 2 August 1977. DLI'S objectives are also found in the 1987 Joint Service Regulation, entitled Management of the Defense Foreign Language program. DLI'S objectives include:

1. DLI developing and managing the resident instruction necessary to ensure that the required number of personnel meet established standards of competence. [Ref. 8:pp. 1-2]
2. Provide course material, tests, and expertise for military programs in foreign language instruction conducted in commands other then the DLI. [Ref. 8:pp. 1-2]
3. Establish and maintains optimum standards of proficiency in foreign language communication for all persons assigned to military jobs requiring such competence. [Ref. 8:pp. 1-2]
4. To graduate basic course students at a level two proficiency in listing comprehension and one other skill, with no skill lower than level one. [Ref. 8:pp. 1-2]

5. To provide programs and materials for field use to maintain the linguist at a level two proficiency, to enhance specific job needs, and develop toward level three proficiency. [Ref. 8:pp. 1-2]
6. To graduate intermediate and advance students at level two plus and three proficiency in the skills required by user agency. [Ref. 8:pp. 1-2]
7. To sustain career linguists at level three or above proficiency. [Ref. 8:pp. 1-2]

F. TYPES OF RUSSIAN COURSES

Currently DLI offers eight courses in the Russian language which includes the Basic course, code 01; Intermediate course, code 06; and the Advance course, code 07. Specialized courses are also offered. They include: The Gateway course; Directed Extended courses; Specialized course, code 09; the Extended (Le Fox) course; and the Directed Studies course.

The Basic course is an intensive course for most beginners. It is primarily designed to give the student listening and reading comprehension, and speaking ability from level one proficiency to level two proficiency. The Intermediate course is designed as a follow on course for the basic course. This course will advance the students listening and reading comprehension, and writing skills as well as speaking skills.

The Advance course at DLI, is designed for continuing instruction to intermediate course graduates who have previously attended or are currently serving in the field in a professional specialty. Normally emphasis is placed on

reading comprehension that is based on the texts selected from the current target language publication.

The Gateway course provides students the opportunity to utilize specialized material and teaching techniques which provide personnel with survival needs in Russian.

The Directed Studies course provides the basic course graduates of the standard language with instructions in speaking and listing comprehension in a specific dialect. Upon completion of the basic course the Extended (Le Fox) course can be taken as an intermediate level course designed for the student who is selected for cryptologic service. The Directed Studies Courses are designed to meet requirements in a somewhat narrow field of language competence. [Ref. 8:pp. 33-40]

III. METHODOLOGY AND DATA

A. METHODOLOGY

This thesis examines if there are factors which could determine if a student soldier in the ranks of E-1 through E-4 will successfully complete the Russian language courses taught at DLIFLC. The Chi-Square Test for independence is used to determine if there is a relationship/correlation between the soldiers' rank and his/her academic results. (i.e., successfully completed or attrited. A comparison was also made of the soldiers' DLPT scores to their DLAB scores to determine if the result of one test might be used to predict the outcome of the other. The data discussed in this chapter will be used in the analysis section to make the comparison mentioned.

B. RANK/ACADEMIC STANDING

There are three possible alternatives for students attending DLI: 1. Attrition for academic failures (i.e., grades, etc.). 2. Attrition for Administrative failure (i.e., misconduct, etc.) 3. Successful completion of the course.

Attrition is the loss of an individual from the DLI program. The attrition discussed in this section are of those individuals that were academically or administratively dropped from the language in which they began training at DLI.

Attrition may occur any time after an individual has taken the administrative tests. There are two categories of attrition. One is academic attrition which occurs when a soldier has failed to meet the academic standards prescribed by the language or MOS school. The other category of attrition is administrative attrition. This category essentially covers every non-academic reason for attrition. Some reasons for administrative attrition from a program may include loss of security clearance, reclassification to a non-target MOS, and military discharge.

1. Academic attrition or relief usually results from inadequate ability or inadequate efforts of the student. Students who failed to demonstrate adequate academic progress, as determined by the teaching team or Department Chairperson in coordination with other faculty and staff members, are relieved for either inadequate ability or inadequate efforts. Language learning success is a factor of how well the student is able to combine English grammar and prior experience in a foreign language at the high school or college level. The majority of the DLI student's have no prior experience in foreign languages and possess only a high school education. There are some individuals, regardless of prior training, who have little or no aptitude for foreign language learning. This fact along with the deficiencies in the education system noted above makes foreign language aptitude the most reliable predictor of success. [Ref. 9:p. 7]

2. Administrative attrition/drops involve students who encounter serious academic difficulties as the result of extended class absences related to medical or personal problems. Academic and administrative attrition rates are always higher than desired. Strict adherence to the DLAB requirements and increased emphasis on students remediation should reduce academic attrition rates.

3. "Successfully completed," are those students who have meet all course requirements for the Russian language.

C. DLPT VS DLAB

The DLPT measures what a student can do with the language skills he/she has learned. Assessment of the training outcome at DLIFLC is effected by the DLPT, which also measures functional language abilities. Skill levels ranging from zero, at the low end of the scale, to five and is described by the language tasks the student linguist can perform, the contexts in which they can be performed, and the degree of accuracy. The higher the proficiency level a person possesses, the greater the amount of information that person will be able to process.

Proficiency skill level description:

Skill level zero: Student linguist understands nothing functional or useful, no proficiency is present with a skill level zero.

Skill level zero plus: The student linguist understands isolated words or phases only if they are extremely familiar and are previously memorized.

Skill level one: Considered to be elementary proficiency. Student linguist has a basic understanding of what is happening but is uncertain of when and to what degree.

Skill level two: Limited working proficiency. The student understands almost all factual information pertaining to an event, whenever it occurs. The student is able to satisfy routine social demands and limited work requirement.

Skill level three: General professional proficiency. The student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The student understands all factual information and has a beginning understanding of what information is implied between the lines. [Ref. 9:p. 1]

Graduation criteria are outlined in Appendix B and C. Students that fail to meet the criteria outlined in Appendix B and C will not be considered graduates, and are ineligible for a graduation document. If attendance and the required grade requirements are obtained, students in courses which a DLPT requirement has not been established will be considered to be graduates. Students who are not required to take the DLPT must obtain a minimum final grade point average (GPA) of 2.0 or 70 percent). The DLPT is required for all courses

listed in Appendices B or C. [Ref. 12: DLIFLC Memo 351-11, dtd 1 Apr 87 p. 1]

The DLAB is the primary measure used to qualify a soldier for attendance in a language training course at DLI. The Defense Language Aptitude Battery Test is the entrance standard used to screen potential candidates for linguist training. A score of 89 is considered a passing score for the DLAB. In FY 88, less than sixteen percent of students arriving at DLI had DLAB scores below the established cutoff, with the highest percentage being in the difficult languages. In FY 87 less than seventeen percent of the students below the recommended cut off score attained a 2/2 proficiency level. The actual US Army enrollees in FY 88 by DLAB Category are listed in Appendix H.

The DFLP General Officer Steering Committee (GOSC) recognized, that attrition at DLIFLC is twice as high for students with less than the recommended minimum DLAB score. "The GOSC noted that screening of DLAB scores appears to be one area that can quickly be accomplished by the services to assure that scarce resources are not wasted on students lacking the aptitude for success". [Ref. 13:p. 12]

The GOSC recommended the following minimum DLAB scores be established for entry requirements for Basic language training at DLIFLC: Category List, Appendix I.

MINIMUM DLAB SCORE	LANGUAGE CATEGORY
85	I
90	II
95	III
100	IV

Figure 1
Entry Level Categories

"Intermediate and Advance instruction at DLIFLC are built on level two skills developed during the basic courses. Failure to enforce minimum proficiency standards for entry into the intermediate and advanced language instruction, degrades post-basic language training into little more than refresher training. Without minimum entry requirements, realistic proficiency standards for intermediate and advanced graduates cannot be established and achieved at DLIFLC. The GOSC recommended the following entry and graduation requirements for intermediate and advanced instruction:"

INTERMEDIATE		ADVANCED	
ENTRY	GRADUATION	ENTRY	GRADUATION
LISTENING	2	2+	2+
SECOND SKILL	2	2+	3

[Ref. 13:p. 2]

Figure 2
Graduation Requirements

D. GRADUATION REQUIREMENT

Students must complete all course requirements and course objectives by passing the final examination. The student must pass the Defense Language Proficiency Test (DLPT) to earn a diploma. To graduate from the Russian course they must demonstrate a level two proficiency in listening comprehension and one other language skill, and not less than a level one proficiency in a third skill. Listening, reading, and writing skill levels, are the assessed proficiency of the individual student's understanding of a spoken and written language. [Ref. 7:p. 50] See Appendix D-F for the language skill levels description of speaking levels, listening levels, reading levels and writing levels respectively. A certificate of completion is awarded, depending upon the results of the DLPT score and the final examination. Students not completing requirements may receive a certificate of attendance. The student motivation is influenced by many factors. DLI is using positive incentives which encourage students to attain at least level two proficiency and provide recognition for their success.

E. AWARDS

Awards for outstanding academic achievement are presented to students in recognition of their exceptional achievement. A diploma with honors is granted to students who have received both a final grade of 94 percent or higher, and a level two DLPT score in listening and in a second skill, plus at least

a level one in a third skill. The two highest awards are the Commandant's and the Provost's award for academic excellence. The Commandant's award is based on the students academic standing and contribution to the academic and military communities. The Commandant's award is presented at both formal and informal graduations to a military (US or foreign) or DOD federal civilian student who graduates from a basic course of instruction of 25 weeks or longer. The selection is based on outstanding academic achievement (minimum final GPA of 3.9 or 97 percent and a minimum DPLT of 2/2/2, consistently high interest in foreign language study, and contribution to the local, academic and military communities. The Provost's award for academic excellence is also presented at the formal and informal graduation to military and civilian students who graduates from the basic course. Selection is based solely on superior academic performance. Superior performance requires a minimum final GPA of 3.9 and a minimum DLPT score of 2/2/2. A Provost's award may be awarded for each language category represented at the graduation. [Ref. 14:pp. 27-28]

IV. DATA ANALYSIS

A. TEST FOR INDEPENDENCE (RANK VS. ACADEMIC)

A relationship between military rank and academic outline will be checked using the CHI-Square Test of independence. The null and alternative hypothesis tested are:

H_0 : There is no relationship between the ranks E-1 through E-4 and academic standing (completed, attrited academically and attrited administratively) for students enrolled in Russian courses at DLI.

H_1 : There is a relationship between the ranks E-1 through E-4 and academic standing (completed, attrited academically and attrited administratively) for students enrolled in the Russian course at DLI.

The following figure is comprised of academic data for all U.S. Army Soldiers (E-1 through E-4) enrolled in Russian courses at DLI during FY 88-89. The data reflects the numbers of soldiers by rank that completed, attrited academically, or attrited administratively from the Russian courses.

RANK	COMPLETED	ACADEMIC ATTRITED	ADMIN ATTRITED	TOTAL
E-1	404	167	33	604
E-2	227	77	18	322
E-3	568	158	34	760
E-4	150	49	4	203
TOTAL	1349	451	89	1889

Figure 3

Russian Students
(Enrollment Data)

Using a .05 level of significance, the critical value is 12.592 and 6 degrees of freedom. Therefore since the test statistic equals 14.341, which is greater than the critical value 12.592, Reject H_0 .

There is evidence of a relationship between rank and academic standing for students enrolled in Russian courses at DLI.

B. TEST FOR INDEPENDENCE (DLPT VS. DLAB)

A relationship between DLPT scores and DLAB scores will be checked using the CHI-Square Test of Independence. The null and alternative hypothesis tested are:

H_0 : There is no relationship between soldiers DLPT scores (i.e., achieved standard score/did not achieve the standard score) and DLAB scores (i.e., passed/failed).

H_1 : There is a relationship between soldiers DLPT scores and DLAB scores.

The following table is comprised of academic data for all U.S. Army Soldiers (E-1 through E-4) enrolled in Russian courses at DLI during FY 88-89. The data reflects the number of soldiers that either met or did not meet the U.S. Army's DLPT standards score and compared it to the number of soldiers that passed and failed the DLAB.

	FAILED DLAB	PASSED DLAB	TOTAL
DID NOT MEET DLPT STD	75	453	528
MET DLPT STD	39	585	624
TOTAL	114	1038	1152

Figure 4

DLAB/DLPT Matrix

Using a .05 level of significance, the critical value is 3.841 at 1 degree of freedom. Therefore, since the test statistic equals 20.2955, which is greater than 3.841, reject H_0 .

There is evidence of a relationship between soldiers DLPT scores and DLAB scores.

V. CONCLUSION AND RECOMMENDATION

The analysis performed and reported in this thesis has attempted to identify the relationship between DLPT and DLAB scores, and between the soldiers' rank and academic outcome. The student linguist attending the Defense Language Institute Foreign Language Center at Presidio of Monterey was used as a basis for comparison of Russian student linguists with a rank of E-1 through E-4. The researcher's primary conclusion in this thesis is that the current DLAP examination given to prospective Russian linguists is a good indicator of how successful, etc. a soldier will be in attaining a passing score on the DLPT at the end of the course. The significance of the hypothesis test conducted for a relationship between soldier's rank and academic outcome is not strong enough to warrant any conclusions at this time. Please see Chapter IV for detailed explanations.

The researcher recommends the following actions be taken as a result of this thesis.

1. The United States Army conduct a thorough study of the entire foreign language program. This study should key on the identification process of soldiers to be enrolled in all foreign language courses taught at DLIFLC.
2. As it could be a good indicator, the United States Army should revise the current DLAB examination in order to better reflect the soldier's expected performance on the DLPT. Once an updated/viable DLAB has been adopted, the Army should not allow soldiers that do not meet the standard score to attend the Russian course.
3. Conduct further study on the relationship of soldier's rank and academic outcome.

APPENDIX A

MILITARY OCCUPATIONAL SPECIALTY (MOS) DESCRIPTIONS

97E00 - INTERROGATOR: Supervises and conducts interrogations and interpretation in English and foreign languages, and prepares and edits translation. Duties for MOS 97E at each level of skill are:

- (1) MOSC 97E1L. Conducts interrogations of personnel who speak a foreign language and prepares translations of material that is written in a language.
- (2) MOSC 97E2L. Performs interrogations, translations, and interpreter duties.
- (3) MOSC 97E3L. Supervises interrogation teams and provides interrogations, translations, and interpretations for complex, high-level proceedings.
- (4) MOSC 97E4L. Performs senior interrogator, translator, and interpreter functions and supervises interrogation activities at the platoon level.
- (5) MOSC 97E5L. Performs chief interrogator, translator, and interpreter functions and supervises strategic intelligence interrogation center functions.

97C00 - ELECTRONIC WARFARE/SIGNAL INTELLIGENCE ANALYST (EW/SIGN Analyst): The electronic warfare/signal intelligence analyst supervises and performs analysis and reporting of intercepted foreign communications in a tactical or strategic environment, and performs other EW-related duties. Duties for MOS 98C at each level of skill are:

- (1) MOSC 98C10. Performs basic analysis of intercepted communications.
- (2) MOSC 98C20. Establishes identifiable characteristics of cryptosystems and decrypts simple system.
- (3) MOSC 98C30. Supervises traffic and SIFINT analysis activities and provides guidance to supported commands on the interpretation of EW/SIGNINT information.
- (4) MOSC 98C40. supervises traffic and SIGINT analysis, coordinates EW/SIGINT collection, processing, analysis, and reporting functions, and produces intelligence.

98G00 - ELECTRONIC WARFARE/SIGNAL INTELLIGENCE VOICE INTERCEPTOR (EW/SISINT VOICE INTCP): The EW/SIGNT Voice Intcp supervises and conducts the interception of foreign voice transmissions in tactical or strategic environments, prepares voice activity records, and performs other EW related duties. Duties for MOS 98G at each level of skill are:

- (1) MOSC 98G1L. Operates equipment that is configured to collect and make written records of stereotyped foreign voice radio transmissions which have limited terminology and simple syntax structure.
- (2) MOSC 98G2L. Intercepts, identifies, and record designated foreign voice transmissions.
- (3) MOSC 98G3L. Supervises voice communication intercept activities.
- (4) MOSC 98G4L. Supervises voice communication countermeasures activities.
- (5) MOSC 98G5L. Serves as EW/SIGNT voice operations chief.

APPENDIX B

COURSE REQUIREMENTS (Effective For Classes Graduating On Or After 1 Oct 89)

<u>COURSE TITLE</u>	<u>MINIMUM DLPT (L/R/S)</u>	<u>GRAD DOCUMENT</u>
Basic (01)	1/1/1 2/2/1 or 2/1/2 2/2/2 2+/2/2, 2/2+/2 or 2/2/2+ 3/2/2, 2/3/2 or 2/2/3	Cert. of Completion Diploma Diploma, Cum Laude Diploma, Magna Cum Laude Diploma, Summa Cum Laude
Gateway (03)	None Established	Cert. of Completion
Dialect (05)	None Established	Cert. of Completion
Intermediate (06) and LeFox (10)	2/2/1 or 2/1/2 2+/2+/1 2+/2+/2 2+/2+/2+ 3/2+/2+	Cert. of Completion Diploma Diploma, Cum Laude Diploma, Magna Cum Laude Diploma, Summa Cum Laude
Advanced (07)	2+/2+/1 3/3/1+ 3/3/2 3/3/2+ 3/3/3	Cert. of Completion Diploma Diploma, Cum Laude Diploma, Magna Cum Laude Diploma, Summa Cum Laude
Special (09)	None Established	Cert. of Completion
Refresher (40)	None Established	Cert. of Completion

NOTE: A 2.0 GPA is required for graduation from all classes. For Intermediate, LeFox and Advanced course students: The School Dean may deny a Diploma with Honors to a student whose graduation DLPT qualifies him/her for such a diploma if there has been no improvement over the entry DLPT. In this situation, it would be appropriate to limit the graduation document to a diploma.

APPENDIX C

COURSE REQUIREMENTS
(Effective For Classes Graduating Prior To Oct 89)

<u>COURSE TITLE</u>	<u>MINIMUM DLPT (L/R/S)</u>	<u>GRADE AVG.</u>	<u>GRAD DOCUMENT</u>
Basic (01)	2/2/1 or 2/1/2	94 - 100	Diploma w/Honors
	2/2/1 or 2/1/2	70 - 93	Diploma
	1/1/0+ or 1/0+/1	70 - 100	Cert. of Completion
Gateway (03)	None	70 - 100	Cert. of Completion
Dialect (05)	None	70 - 100	Cert. of Completion
Intermediate (06) LeFox (10)	2+/2+/1	94 - 100	Diploma w/Honors
	2+/2+/1	70 - 93	Diploma
	2/2/1 or 2/1/2	70 - 100	Cert. of Completion
Advanced (07)	3/3/1+	94 - 100	Diploma w/Honors
	3/3/1+	70 - 93	Diploma
	2+/2+/1	70 - 100	Cert. of Completion
Special (09)	None	70 - 100	Cert. of Completion
Refresher (40)	None	70 - 100	Cert. of Completion

NOTE: Students who are unable to complete the entire course will be considered to be graduates if they have completed at least 85% of the Program of Instruction (POI) and have met all course requirements.

APPENDIX D

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS SPEAKING

Preface

The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Speaking 0 (No Proficiency)

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded S-0 in some nonautomated applications.) [Data Code 00]

Speaking 0+ (Memorized Proficiency)

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable

accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) [Data Code 01]

Speaking 1 (Elementary Proficiency)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or-severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about

business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) [Data Code 10]

Speaking 1+ (Elementary Proficiency, Plus)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) [Data Code 16]

Speaking 2 (Limited Working Proficiency)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-

related tasks, language usage generally disturbs the native speaker. Can handle with confidence but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) [Data Code 20]

Speaking 2+ (Limited Working Proficiency, Plus)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

Examples: Typically the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy

hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) [Data Code 26]

Speaking 3 (General Professional Proficiency)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) [Data Code 30]

Speaking 3+ (General Professional Proficiency, Plus)

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly complex structures. (Has been coded S-3+ in some nonautomated applications.) [Data Code 36]

Speaking 4 (Advanced Professional Proficiency)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and

settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some nonautomated applications.) [Data Code 40]

Speaking 4+ (Advanced Professional Proficiency, Plus)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under

all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) [Data Code 46]

Speaking 5 (Functionally Native Proficiency)

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Has been coded S-5 in some nonautomated applications.) [Data Code 50]

APPENDIX E

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS LISTENING

Preface

The following proficiency level descriptions characterize comprehension of the spoken language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native listener" refers to native speakers and listeners of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications.) [Data Code 00]

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long

pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances

beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliablely understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional

overtones. Some ability to understand implications. (Has been coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to

professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech

pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

APPENDIX F

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS READING

The following proficiency level descriptions characterize comprehension of the written language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native reader" refers to native readers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. (Has been coded R-0 in some nonautomated applications.) [Data Code 00]

Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations; the above often interpreted inaccurately. **Unable to read connected prose** (Has been coded R-0+ in some nonautomated applications.) [Data Code 06]

Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior; highly predictable descriptions of people, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. (Has been coded R-1 in some nonautomated applications.) [Data Code 10]

Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if

highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some nonautomated applications.) [Data Code 16]

Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He/she is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some nonautomated applications.) [Data Code 20]

Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as

some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) [Data Code 26]

Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. (Has been coded R-3 in some nonautomated applications.) [Data Code 30]

Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate

contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some nonautomated applications.) [Data Code 36]

Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) [Data Code 40]

Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and

slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications.) [Data Code 46]

Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. (Has been coded R-5 in some nonautomated applications.) [Data Code 50]

APPENDIX G

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS WRITING

Preface

The following proficiency level descriptions characterize written language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native writer" refers to native writers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Writing 0 (No Proficiency)

No functional writing ability. (Has been coded W-0 in some nonautomated applications.) [Data Code 00]

Writing 0+ (Memorized Proficiency)

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common

items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect. (Has been coded W-0+ in some nonautomated applications.) [Data Code 06]

Writing 1 (Elementary Proficiency)

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.) (Has been coded W-1 in some nonautomated applications.) [Data Code 10]

Writing 1+ (Elementary Proficiency, Plus)

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although the individual can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal

questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some nonautomated applications.) [Data Code Code 16]

Writing 2 (Limited Working Proficiency)

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices. (Has been coded W-2 in some nonautomated applications.) [Data Code 20]

Writing 2+ (Limited Working Proficiency, Plus)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) [Data Code 261]

Writing 3 (General Professional Proficiency)

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some nonautomated applications.) [Data Code 30]

Writing 3+ (General Professional Proficiency, Plus)

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some nonautomated applications.) [Data Code 36]

Writing 4 (Advanced Professional Proficiency)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences. (Has been coded W-4 in some nonautomated applications.) [Data Code 40]

Writing 4+ (Advanced Professional Proficiency, Plus)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some nonautomated applications.) [Data Code 46]

Writing 5 (Functionally Native Proficiency)

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write

and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some nonautomated applications.) [Data Code 50]

July 1985

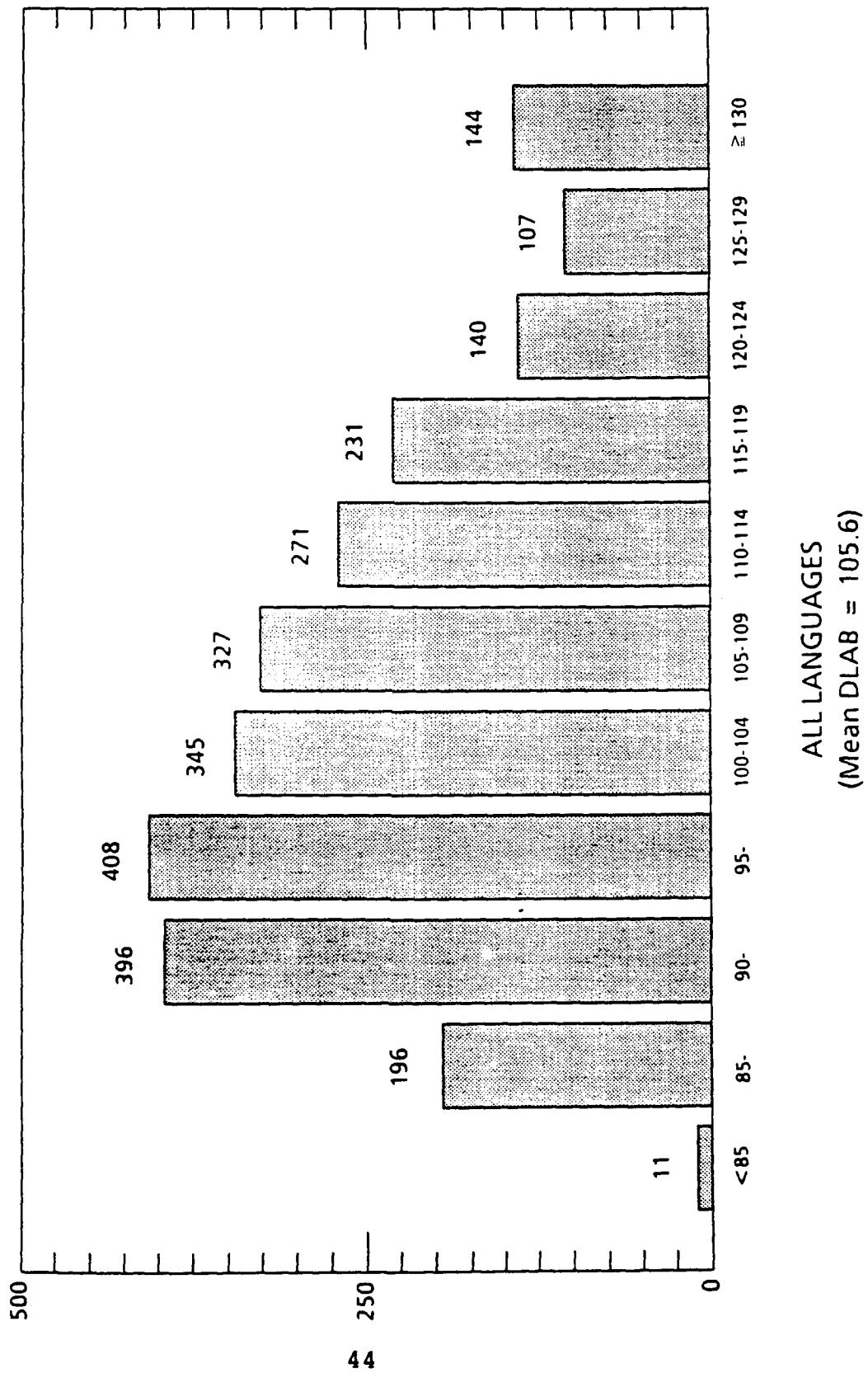
These descriptions were approved by the Interagency Language Roundtable, consisting of the following agencies.

Department of Defense
Department of State
Central Intelligence Agency
National Security Agency
Department of the Interior
National Institutes of Health
National Science Foundation
Department of Agriculture
Drug Enforcement Administration

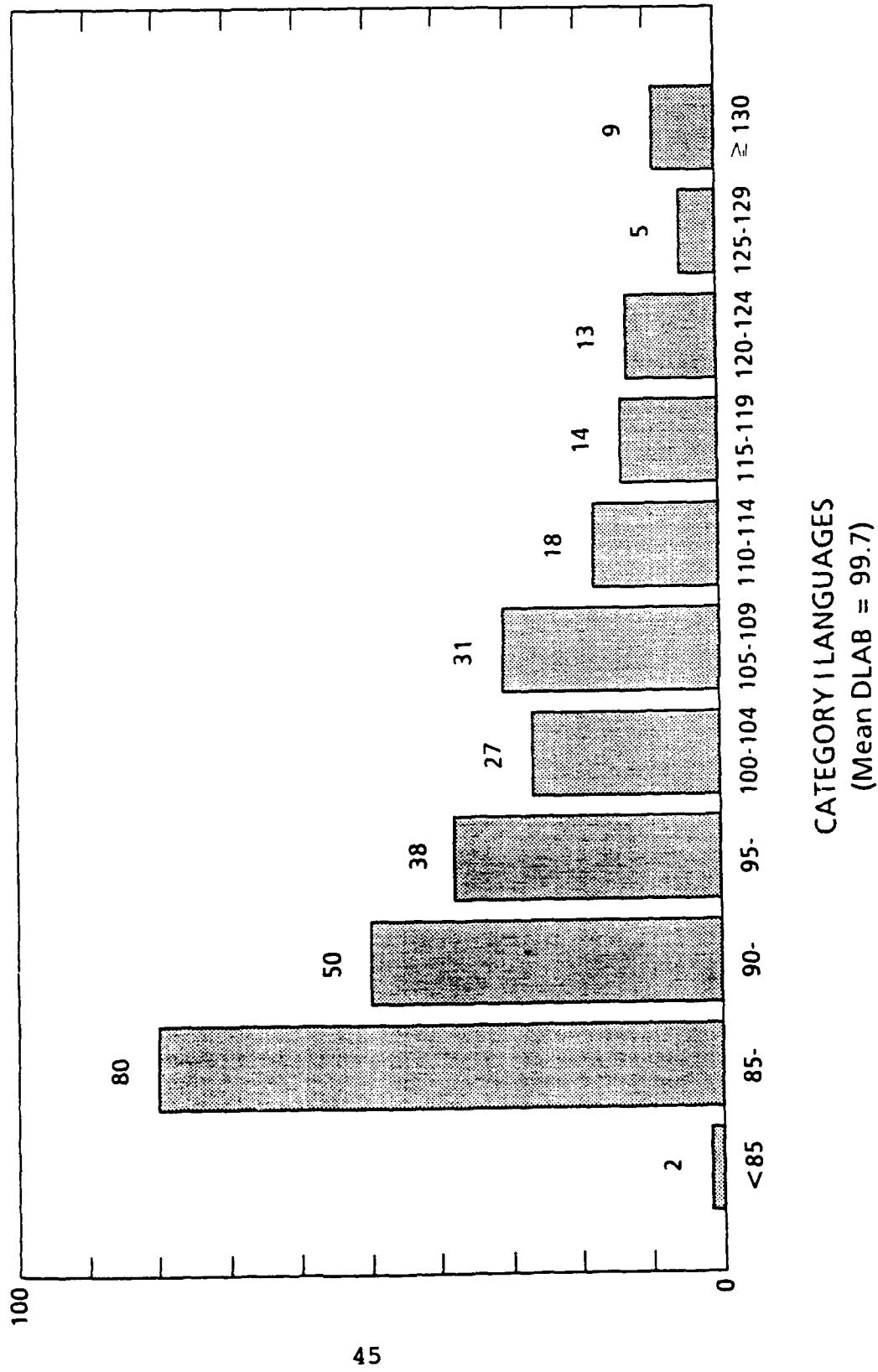
Federal Bureau of Investigation
ACTION/Peace Corps
Agency for International Development
Office of Personnel Management
Immigration and Naturalization Service
Department of Education
US Customs Service
US Information Agency
Library of Congress

APPENDIX H

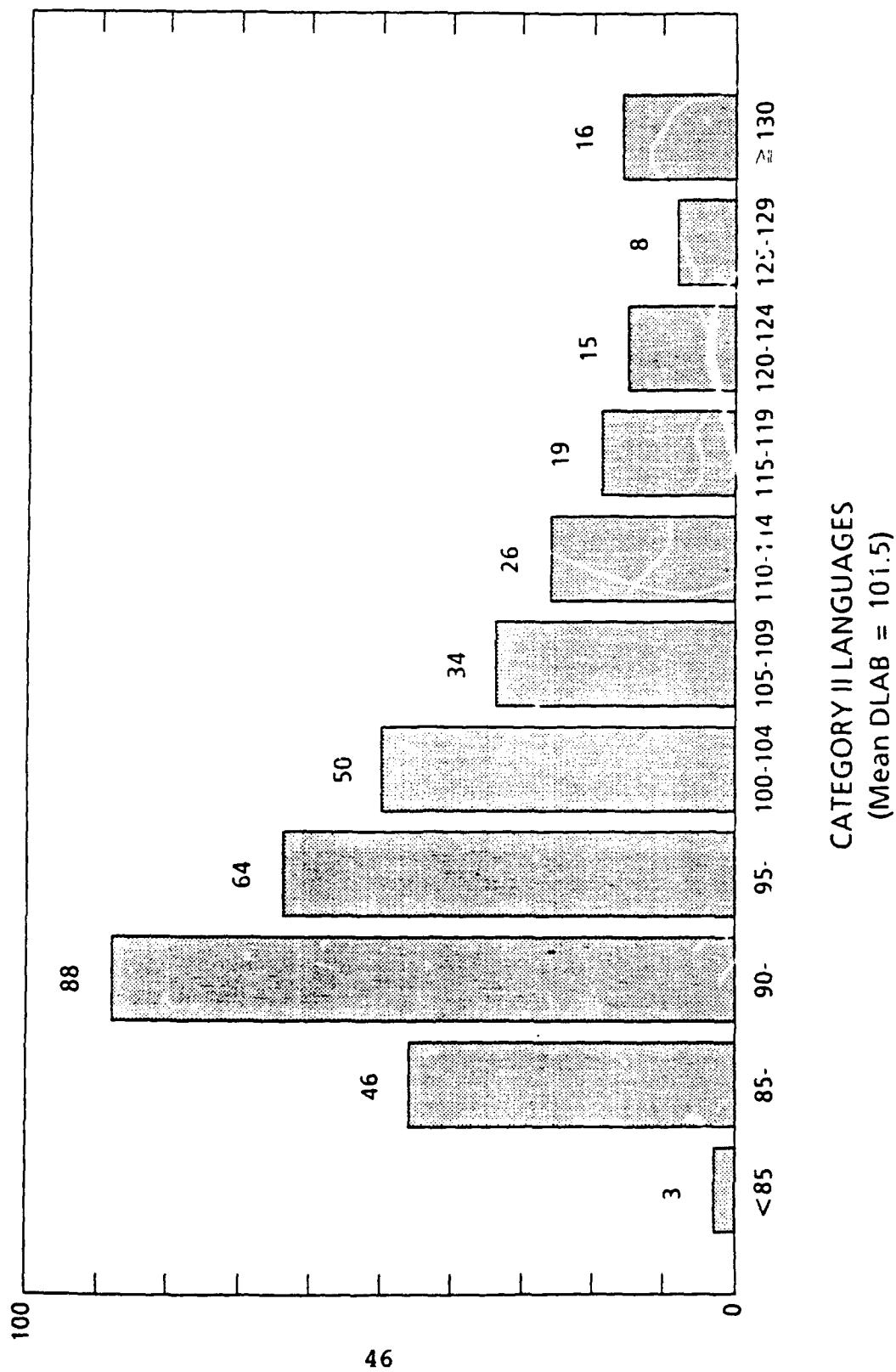
NUMBER ACTUAL U.S.ARMY ENROLLEES IN FY88 BY DLAB CATEGORY



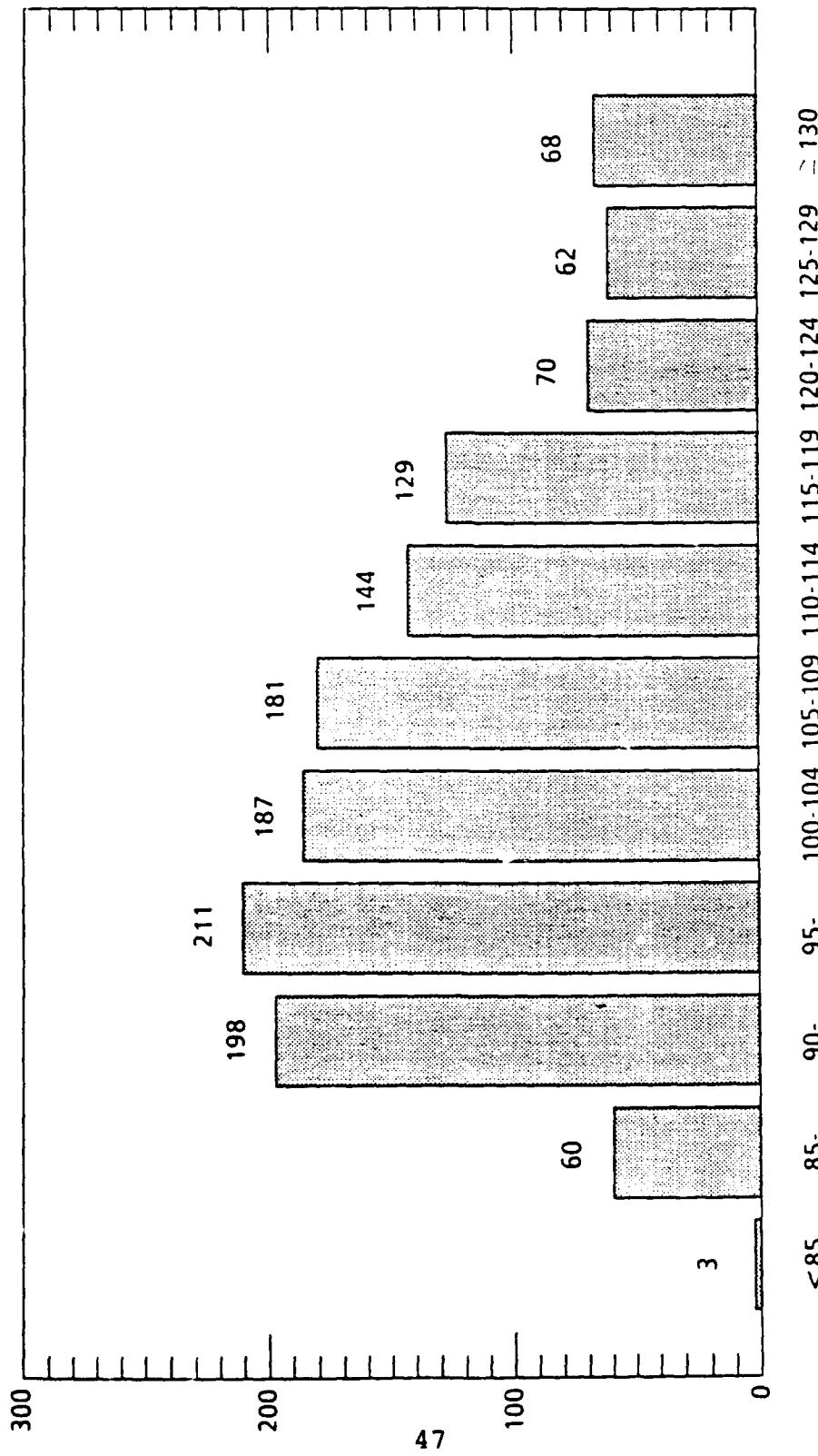
NUMBER ACTUAL U.S. ARMY ENROLLEES IN FY88 BY DLAB CATEGORY



NUMBER ACTUAL U.S. ARMY ENROLLEES IN FY88 BY DLAB CATEGORY

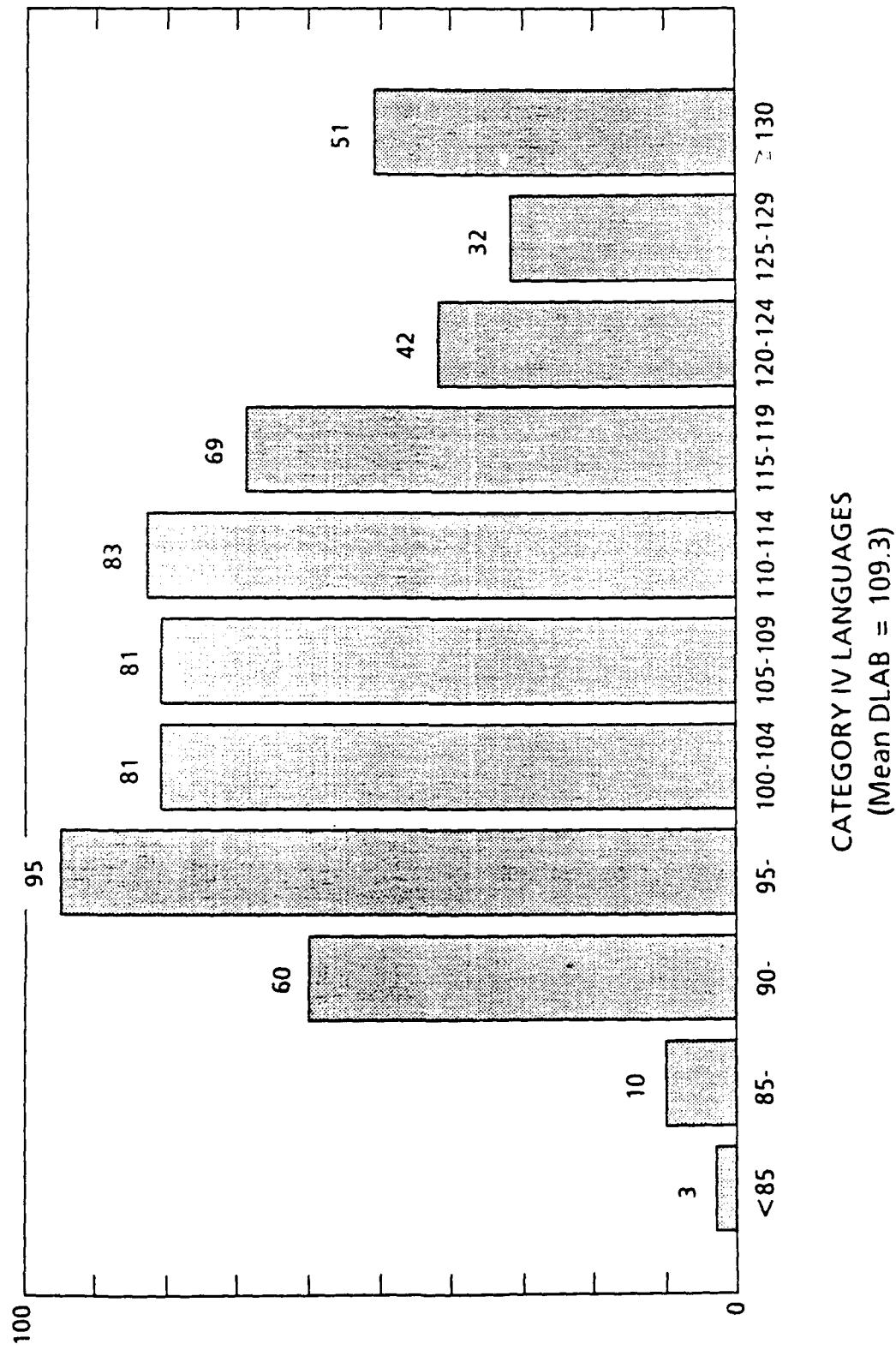


NUMBER ACTUAL U.S. ARMY ENROLLEES IN FY88 BY DLAB CATEGORY



CATEGORY III LANGUAGES
(Mean DLAB = 106.4)

NUMBER ACTUAL U.S.ARMY ENROLLEES IN FY88 BY DLAB CATEGORY



APPENDIX I
LANGUAGE CATEGORIES BASED UPON
RELATIVE LEARNING DIFFICULTY FOR AMERICAN
ENGLISH SPEAKERS

I	II	III	IV
Afrikaans	German	Albanian	Arabic
Basque	Hindi	Amharic	Chinese
Danish	Indonesian	Bengali	Japanese
Dutch	Malay	Bulgarian	Korean
French	Romanian	Burmese	
Haitian-Creole	Urdu	Cambodian	
Italian		Czech	
Norwegian		Finnish	
Portuguese		Greek	
Spanish		Hebrew	
Swahili		Hungarian	
Swedish		Laotian	
		Nepalese	
		Persian	
		Polish	
		Pashto	
		Russian	
		Serbo-Croatian	
		Tagalog	
		Thai	
		Turkish	
		Vietnamese	

24-28

30-37

47

47

APPENDIX J
GLOSSARY OF TERMS

AFQT	-	ARMED FORCE QUALIFICATION TEST
ASVAB	-	ARMED SERVICE VOCATIONAL APTITUDE BATTERY
CMF	-	CAREER MANAGEMENT FIELD
DLAB	-	DEFENSE LANGUAGE APTITUDE BATTERY
DLAPT	-	DEFENSE LANGUAGE APTITUDE PROFICIENCY TEST
DLIFLC	-	DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
DOD	-	DEPARTMENT OF DEFENSE
DLI	-	DEFENSE LANGUAGE INSTITUTE
DLP	-	DEFENSE LANGUAGE PROGRAM
EW	-	ELECTRONIC WARFARE
E-1	-	PRIVATE
E-2	-	PRIVATE SECOND CLASS
E-3	-	PRIVATE FIRST CLASS
E-4	-	SPECIALIST FOURTH CLASS
FY	-	FISCAL YEAR
GOSC	-	GENERAL OFFICER STEERING COMMITTEE
GPA	-	GRADE POINT AVERAGE
MOS	-	MILITARY OCCUPATIONAL SPECIALTIES
RXC	-	ROW TIMES COLUMNS
SIGINT	-	SIGNAL INTELLIGENCE
TRADOC	-	TRAINING AND DOCTRINE COMMAND
USARC	-	UNITED STATES ARMY RECRUITING COMMAND
USA	-	UNITED STATES ARMY

971E - ELECTRONIC WARFARE AND SIGNALS INTELLIGENCE
98C - ELECTRONIC WARFARE AND SIGNAL ANALYST
98G - ELECTRONIC WARFARE AND SIGNALS INTELLIGENCE VOICE
INTERCEPTOR

LIST OF REFERENCES

1. U.S. Army Recruiting Command SR 86-4, The Measurement of Students Attitudes Toward Possible Recruiting Incentives and Career Opportunities, by R. L. Kaplan and P. T. Harris, May 1986.
2. U.S. Army Research Institute for the Behavioral and Social Sciences Research Note 86-50, The 1985 Army Research Institute's Survey of New Recruits: User's Manual, by Westat, Inc., May 1986.
3. U.S. Army Recruiting Command RM 84-05, Enlistment Behavior and Motivation, by Maureen L. Finnessey, June 1984.
4. U.S. Army Research Institute for Behavioral and Social Sciences Research Product 86-17, The 1985 Army Research Institute's Survey of New Recruits: Tabular Description of NPS Army Reserve Accession, Volume 2, by Westat, Inc., May 1986.
5. Gray, R. L., Influences of High Quality Army Enlistments. M. S. Thesis, Naval Postgraduate School, Monterey, California, March 1987.
6. U.S. Army Recruiting Command, FY 1987 Incentive List, Recruiting and Operations Directorate, U.S. Army Recruiting Command, Fort Sheridan, Illinois, December 8, 1986.
7. Defense Language Institute Foreign Language Center, (July 1989). DLIFLC Pamphlet 360, Presidio of Monterey, CA: Defense Language Institute Foreign Language Center.
8. Defense Language Institute Foreign Language Center, (1989-1990) DLIFLC Pamphlet 350-8, Presidio of Monterey, CA: Defense Language Institute Foreign Language Center.
9. Defense Language Institute Foreign Language Center, (1989) A Strategy for Excellence, The Defense Language Institute Foreign Language Center, Master Plan.
10. Bush, B.J. (1985). Optimizing The Effectiveness of Instructional Strategies. Unpublished manuscript. Army Research Institute, Alexandria, VA.

11. Genesee, F. (1980). A Comparison of Early and Late Second Language Learning. Unpublished manuscript. McGill University, Montreal.
12. Defense Language Institute Foreign Language Center Memorandum, (351-11) dated 1 April 1987. The Defense Language Institute Foreign Language Center.
13. General Officer Steering Committee, Defense Language Institute, Presidio Of Monterey, Ca. (January 1989).
14. Defense Language Institute Foreign Language Center Memorandum (351-11) dated 1 April 1987, Section C Awards. The Defense Language Institute Foreign Language Center.
15. Enlisted Career Management Fields and Military Occupational Specialties, Headquarters Department of the Army, Washington, DC, 13 October 1987, Army Regulation 611-201.

BIBLIOGRAPHY

Anderson, Clinton L. (DRAFT) Final Report, Review of Non-Resident Language Training for Linguists in the U.S.Army. Kinton, Inc., Bailey's Crossroad, VA, 30 April 1986.

Brooks, Judith E. What Happens after Language School? Maintaining Foreign Languages Skills in Today's Army. Unpublished Manuscript, prepared for publication in MI Magazine. January, April 1986.

Bush, Brian J. The Language Skill Change Project (LSCP): Background, Procedures, and Preliminary Findings, US Army Research Institute, Presidio of Monterey, CA. December 1987.

Ginsberg, Ralph. Issues in the analysis of language loss: Methodology of the Language Skills Attrition Project. University of Pennsylvania, PA, February 1986.

General Officer Steering Committee, Defense Language Institute, Presidio of Monterey, CA. (January 1989).

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center Cameron Station Alexandria, Virginia 22304-6145	2
2. Library Code 52 Naval Postgraduate School Monterey, California 93943-5002	2
3. LCDR William Walsh Department Of Operations Research Naval Postgraduate School, Code OR/Wa Monterey, California 93943-5000	1
4. Superintendent, Naval Postgraduate School Admissions Office ATTN: Prof. R. A. McGonigal Monterey, California 93943-5000	1
5. Commander, Troop Command ATTN: CSM Ringo Defense Language Institute Monterey, California 93944-5006	2
6. Headquarters U.S.Army Missile Command (WOH9AA) ATTN: CPT A. Lee Redstone Arsenal, Alabama 35898	2